

THE STATE AND EDUCATION.

VI.

WHAT which makes a good constitution must keep it, viz. men of wisdom and virtue: qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth, for which spare no cost, for by such parsimony, all that is saved is lost.

WILLIAM PENN.—*Instructions to Council.*

Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

GEORGE WASHINGTON.—*First Address.*

The wisdom and generosity of the Legislature in making liberal appropriations in money for the benefit of schools, academies and colleges, is an equal honor to them and their constituents, a proof of their veneration for letters and science, and a portent of great and lasting good to North and South America, and to the world.

JOHN ADAMS.—*Inaugural Address.*

I look to the diffusion of light and education as the resources most to be relied on for meliorating the condition, promoting the virtue, and advancing the happiness of man. And I do hope, in the present spirit of extending to the great mass of mankind the blessings of instruction, I see a prospect of great advancement in the happiness of the human race, and this may proceed to an indefinite, although not an infinite degree. A system of general instruction, which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest so it shall be the latest of all the public concerns in which I shall permit myself to take an interest. Give it to us, in any shape, and receive for the inestimable boon the thanks of the young, and the blessings of the old, who are past all other services but prayers for the prosperity of their country, and blessings to those who promote it.

THOMAS JEFFERSON.

Learned institutions ought to be the favourite objects with every free people: they throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty. They multiply the educated individuals, from among whom the people may elect a due portion of their public agents of every description, more especially of those who are to frame the laws: by the perspicuity, the consistency, and the stability, as well as the justice and equal spirit of which, the great social purposes are to be answered.

JAMES MADISON.

Moral, political, and intellectual improvements, are duties assigned by the author of our existence to social, no less than to individual man. For the fulfilment of these duties governments are invested with power, and to the attainment of these ends, the exercise of this power is a duty sacred and indispensable.

JOHN QUINCY ADAMS.

There is but one method of preventing crime and of rendering a republican form of government durable: and that is by disseminating the seeds of virtue and knowledge through every part of the State, by means of proper modes and places of education; and this can be done effectually only by the interference and aid of the Legislature. I am so deeply impressed with this opinion that were this the last evening of my life, I would not only say to the asylum of my ancestors and my beloved native country, with the patriot of Venice, *Esto perpetua*, but I would add, as the best proof of my affection for her, my parting advice to the guardians of her liberties, establish and support public schools in every part of the State.

BENJAMIN RUSH.

There is one object which I earnestly recommend to your notice and patronage: I mean our institutions for the education of youth. The importance of common schools is best estimated by the good effects of them where they most abound, and are best regulated. Our ancestors have transmitted to us many excellent institutions, matured by the wisdom and experience of ages. Let them descend to posterity, accompanied with others, which by promoting useful knowledge, and multiplying the blessings of social order, diffusing the influence of moral obligations, may be reputable to us, and beneficial to them.

JOHN JAY

The first duty of government, and the surest evidence of good government, is the encouragement of education. I consider the system of our Common Schools as the palladium of our freedom, for no reasonable apprehension can be entertained of its subversion as long as the great body of the people are enlightened by education. To increase the funds, to extend the benefits, and to remedy the defects of this excellent system, is worthy of our most deliberate attention. I can not recommend in terms too strong and impressive as munificent appropriations as the faculties of the State will authorize for all establishments connected with the interests of education, the exaltation of literature and science, and the improvement of the human mind.

DEWITT CLINTON.—*Message as Governor.*

When the rich man is called from the possession of his treasures he divides them, as he will, among his children and heirs. But an equal Providence deals not so, with the living treasures of the mind. There are children just growing up in the bosom of obscurity, in town and in country, who have inherited nothing but poverty and health, who will, in a few years, be striving in generous contention with the great intellects of the land. Our system of free schools has opened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and honor. And it is left for each, by the cultivation of every talent: by watching with an eagle's eye, for every chance of improvement; by bounding forward, like a greyhound, at the most distant glimpse of honorable opportunity; by redeeming time, defying temptation, and scorning pleasure to make himself useful, honored, and happy.

EDWARD EVERETT.

It is a noble and beautiful idea of providing wise institutions for the unborn millions of the West: of anticipating their good by a sort of parental providence; and of associating together the social and the territorial development of the people, by incorporating these provisions with the land titles derived from the public domain, and making school reservations and road reservations essential parts of that policy.

CALEB CUSHING.

What constitutes a State?
Not high-raised battlements or laboured mound,
Thick wall, or moated gate;
Not cities proud, with spires and turrets crowned,
Not bays and broad-armed ports,
Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
Where low-browed baseness waits perfume to pride,
No—MEN, high-minded MEN.

Men who their duties know,
But know their rights, and knowing, dare maintain;
Prevent the long-aimed blow,
And crush the tyrant, while they rend the chain;
These constitute a State.

SIR WILLIAM JONES.

PUBLIC SCHOOLS OF PRUSSIA.

THE best schools in Europe are found in Bavaria, in Saxony and in Prussia, and the best of these in those countries are in Munich, in Dresden and in Berlin. In these cities the schools are conducted with primary reference to mental development, and, as a means to this end, the subjects of study are so classified and taught as to lead to the acquisition of knowledge in a scientific manner. I notice, as I go about to the different school rooms of a large educational institution, that they are all well supplied with the means of illustrating every topic that is taught. In one school-room, in which botany is studied, I saw the plants for analysis, all growing in pots, which were arranged on shelves about the room. In another room, where zoology is taught, the students were supplied with specimens of the objects they are required to study, and these specimens are so arranged that they are always before the student as he studies, or near him to be used as illustrations as he recites. The teachers do not require rules to be committed to memory at first, and then all mental operations to be performed in blind obedience to the rule, but they require the rule, or general principle, to be derived from an observation which the pupil is led to make for himself.

In the study of language the pupil is led to the principles of construction by a study of construction he has himself been led by his teacher to make, and language is in no case to be used by the pupil until he possesses the ideas and thought which the language expresses. The teacher of geometry first teaches by object-lessons the principles upon which geometrical reasoning depends; then the teacher is led to the solution of problems by means of his own reasoning, in which he himself makes an application of the principles he himself has learned. The pupil is trained to observe by observing, to reason by reasoning, and to do by doing. In the principal German schools I visited, the teachers have for the primary objects of their thoughts, as they teach the wants of the human mind. The German mind is naturally metaphysical. There is, accordingly, in all plans of German education, a thorough classification of objects of study. The schools are graded, are related to one another in accordance with the plans of study. In Bavaria, Saxony and Prussia there are schools called Volks schools or people's schools, in which the common branches of learning are taught, and which all the German youth are required by law to attend, from the age of 7 to 10 years in some States, and from 6 to 13 years in others.

The law is popular with all classes and is rigidly enforced. The common people, as well as the upper classes, all give a cordial support to the common school. At 8 o'clock in the morning the streets of the city are filled with pupils of the primary schools and students of the higher grade, each with his satchel of books